



Demonstration of Sufficient Progress Guide for Charter Holders

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Overview of the DSP Process

The Demonstration of Sufficient Progress is a process for the Charter Holder to report on, and the Board to evaluate, the implementation of its assigned Performance Management Plan (PMP) and other improvement efforts, and its success in improving the academic performance of the schools it operates. The process includes the submission of the Demonstration of Sufficient Progress (DSP) Report by the Charter Holder, an evaluation of the DSP Report by the Board, and, if required, a desk audit or site visit. A final evaluation is made available to each Charter Holder at the conclusion of the process.

The Board's Demonstration of Sufficient Progress (DSP) process focuses on the success of the Charter Holder's continuous improvement plan¹ in improving academic performance and evidence of the implementation of looping systems in five areas: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, which are essential elements for improving a school's academic performance. Specifically, the Board looks for evidence that the Charter Holder has effectively improved the school's academic performance through implementation of systems that support **data** driven decision making, utilizing – among other data – **assessments** of student academic performance, to ensure the school has effective **curriculum** and **instruction** and to develop the quality of instruction through effective **professional development**.²

As part of the DSP Report, the Charter Holder must provide data regarding the performance of students in growth and proficiency and analysis generated from valid and reliable assessment sources that demonstrate with specificity, comparative *improvement* year-over-year for at least the two most recent school years for each measure rated “No Rating”, “Does Not Meet Standard” or Falls Far Below Standard” on either of the Charter Holder's two most recent Academic Dashboards.

In its determination of whether a Charter Holder demonstrates sufficient progress toward the Board's academic performance expectations through the DSP process, the Board will consider evidence of implementation of a continuous improvement plan that addresses all required elements and evidence of success in improving pupil achievement at the school wide level as compared to prior years. The evaluation criteria for a DSP are provided in the Board's [Academic Performance Framework and Guidance](#) document (Appendix E).

A Charter Holder that fails to demonstrate sufficient progress through this process may be brought before the Board for consideration. A Charter Holder's failure to disclose all required information in the DSP process will be considered by the Board in making its determination.

¹ The Board's use of the phrase “continuous improvement plan” is intended to express the expectation that Charter Holders assigned a PMP will develop and continuously implement looping systems to evaluate, and as necessary improve, the success of their schools' academic program. The Board will monitor implementation in accordance with the Academic Intervention Schedule and Policy Statement.

² If the Charter Holder receives a rating of “Does Not Meet”, “Falls Far Below”, or “No Rating” for the Graduation or Persistence measures in either of the past two years, the Charter Holder must also address Graduation or Academic Persistence areas in the Demonstration of Sufficient Progress Report.



Location of Relevant Documents

Each DSP must be prepared using the DSP Template. The DSP Template can be located on the Board’s website or in the help files on ASBCS Online.

To locate the DSP Template on the Board’s website:	To locate the DSP Template on ASBCS Online:
1. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)	1. Go to ASBCS Online (http://online.asbcs.az.gov)
2. Locate the “For Charter School Operators” section in the middle of the page.	2. Log in using the user name and password of the Charter Representative*
3. Select the “Performance Expectations & Reviews” link.	3. Locate the “Help” section of the Dashboard.
4. Select the “Academic Interventions” tab.	4. Select “Online Help”
5. Scroll down to the “Demonstration of Sufficient Progress” section.	5. Locate the “DSP Report Template”.
6. Locate and download the “DSP Report Template”.	* If the password cannot be located, click the “Forgot Password” icon on the login page to reset the password. An email will be sent to the Charter Representative’s email on file from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions for resetting.

Online technical assistance for the DSP is also available. To locate the DSP Online Technical Assistance presentations on the Board’s website:

1. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
2. Locate the “For Charter School Operators” section in the middle of the page.
3. Select the “Performance Expectations & Reviews” link.
4. Select the “Academic Interventions” tab.
5. Scroll down to the “Demonstration of Sufficient Progress” section.
6. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.



Components of the DSP Process

1. **DSP Report:** The Charter Holder must complete a DSP Report, which requires responses in the areas of Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, Graduation Rate (if applicable), and Academic Persistence (if applicable). The DSP Report must be completed using the DSP template available on the Board’s website or in the Help files on ASBCS Online (see Location of Relevant Documents for further instructions on how to access the DSP template). The DSP Report must include the following:
 - **Data Submission Spreadsheet:** This Excel spreadsheet must be downloaded from the Board’s website. The spreadsheet is used to collect and report the data in a consistent format from all Charter Holders. The numbers presented in the spreadsheet come directly from the internal assessment source data submitted by the Charter Holder. A spreadsheet must be submitted for each school operated by the Charter Holder that received a rating of “Does Not Meet”, “Falls Far Below”, or “No Rating”.
 - **Source Data:** Graphs, tables, reports, or data charts generated from the Charter Holder’s internal assessment system that demonstrate, with specificity, improved academic performance based on comparative (year-over-year) data generated from valid and reliable sources. Data must be provided for all measures that received a rating of “Does Not Meet”, “Falls Far Below”, or “No Rating” on the Charter Holder’s Academic Dashboard for either of the two most recent years. Charter Holders are not required to provide data for the Composite School Comparison measures or for the State Accountability measure.
 - **DSP Template:**
 - **Data Tables:** Identify required measures, internal assessments, validity and reliability of assessments, and an analysis and conclusion for each measure based upon the internal assessment data.
 - **Comprehensive Answers:** Detailed responses that answer each question within the template addressing the areas of Curriculum, Assessment, Monitoring Instruction, Professional Development, Graduation Rate (if applicable), and Academic Persistence (if applicable).
 - **Documentation:** A list of documents aligned to each answer that the Charter Holder provides as evidence of implementation of processes described in the Charter Holder’s answer. Board staff may request copies of documents for a desk audit or may require the Charter Holder to present the documents at a site visit.

See [DSP Report Instructions](#) for further directions on preparation, completion, and submission.



2. **DSP Report Evaluation:** Board staff will evaluate the DSP Report submitted by the Charter Holder using the evaluation criteria provided in the Board's [Academic Performance Framework and Guidance](#) document (Appendix E). The evaluation will include:
 - Identification of whether responses in the report submitted by the Charter Holder are sufficient or insufficient,
 - An indication of whether documents listed in the report submitted by the Charter Holder are sufficient or insufficient evidence of implementation of the processes described, and
 - An indication of whether additional steps are required (desk audit or site visit).
 - If a desk audit is required, identification of documents that the Charter Holder is required to provide.
 - If a site visit is required, the date and time of the site visit, as well as instructions regarding preparation for the visit.
3. **Data Only** (*as identified in the notification letter*): Following the submission of a previously evaluated DSP or PMP, a Charter Holder may be required to submit internal data for monitoring purposes. Charter Holders assigned to this category of monitoring will only submit a DSP: Data Only Report, Data Submission Spreadsheet, and Source Data.
4. **Desk Audit** (*as identified in the notification letter*): Following the submission of the DSP Report, Board staff may conduct a desk audit of the documents identified by the Charter Holder to determine whether the Charter Holder can demonstrate it is making sufficient progress toward meeting the Board's academic performance expectations. The Charter Holder will be notified of whether or not a desk audit will be conducted in the DSP Report Evaluation. See [Desk Audit Instructions](#) for further information.
5. **Site Visit** (*as identified in the notification letter*): Following the submission of the DSP Report, Board staff may conduct a site visit to determine whether the Charter Holder can demonstrate it is making sufficient progress toward meeting the Board's academic performance expectations. The Charter Holder will be notified of whether or not a site visit will be conducted in the DSP Report Evaluation. See [Site Visit Instructions](#) for further information.
6. **Evaluation upon Completion of Desk Audit or Site Visit:** Following the completion of a desk audit or site visit, Board staff will evaluate the responses and documentation provided by the Charter Holder using the evaluation criteria in the Board's [Academic Performance Framework and Guidance](#) document (Appendix E). See [Final Report](#) for further information.

DSP Report Instructions

Preparing for and completing your DSP

1. View the DSP Online Technical Assistance presentations found on the ASBCS website for technical assistance on the DSP process.
2. Familiarize yourself with the evaluation criteria listed in the Board's [Academic Performance Framework and Guidance](#) document (Appendix E) in order to understand the criteria by which the DSP Report will be evaluated.



3. Review the instructions provided in [Location of Relevant Documents](#) to determine how to access the DSP Report Template and/or Data Submission Spreadsheet. Download the documents.
4. Review the Academic Dashboards for all schools operated by the Charter Holder to determine what data will be required in the DSP Report. See [Data Requirements](#) below for further guidance on this requirement.
5. Gather assessment reports and/or prepare graphs, tables, or data charts to inform the content of the Data Submission Spreadsheet and address all measures that do not meet the Board’s academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board’s academic expectations and must follow the guidelines provided in [Data Requirements](#) below.
6. Complete the Data Submission Spreadsheet following the instructions found on the first sheet of the Excel File. See [Data Requirements](#) for more information.
7. Prepare information to include in the answer to each question in the DSP Report Template, along with a list of documents that will serve as evidence of implementation. Charter Holders must answer all questions listed in the DSP Report Template, *except for questions that apply to subgroups for which the school received a rating of Meets or Exceeds on the past **two** Academic Dashboards or questions that do not apply to the Charter Holder (such as Graduation Rate and Academic Persistence).*
8. Complete the DSP Report Template. An example of a completed Data area and an example of a completed section of the Curriculum area are provided below in the section titled [Examples of Completed Areas](#).
9. If required, prepare a Financial Performance Response. See below for information on preparing your [Financial Performance Response](#).
10. Save the DSP Report Template according to the following naming conventions:
 - <CHARTER HOLDER NAME>_DSP Report_Academic Performance Required Information
 - <CHARTER HOLDER NAME>_DSP Report_Data Submission Spreadsheet
 - <CHARTER HOLDER NAME>_DSP Report_Financial Performance Response (if required)



General Template Instructions

When creating the Demonstration of Sufficient Progress Report, use the following guidelines:

1. Refer to the [Terms to Know](#) section (Attachment B) which is included at the end of this document. All words or phrases **underlined** in the DSP Report Template are included in this section. Knowing and understanding these terms will provide additional guidance in completing the DSP Report Template.
2. The report must demonstrate implementation of comprehensive processes that address Curriculum, Assessment, Monitoring Instruction, and Professional Development. Additionally, if applicable, the report should address Graduation Rate and Academic Persistence.
3. The report must identify documentation that can serve as detailed evidence of implementation of the processes for each of the required elements of a comprehensive system in each area of the Board's Academic Performance Framework.
4. Board staff will evaluate the DSP using the evaluation criteria located in Appendix E of the Board's [Academic Performance Framework and Guidance](#).
5. For specific information on how to complete the template, please see the Online Technical Assistance Presentations posted on the ASBCS website under Academic Interventions.

Charter Information

Fill out this section completely, including:

- The Charter Holder Name,
- All schools operated by the Charter Holder (separate school names with a comma),
- The Entity ID assigned to the Charter Holder,
- Submission date (this is the date the DSP is provided to Board staff or uploaded to the DMS),
- Indicate the academic dashboard year for which the Charter received a DSP assignment, and
- Choose the applicable reason for the DSP submission.



Data Requirements

Determining Required Measures:

Data must be provided for all measures that received a rating of “Does Not Meet”, “Falls Far Below”, or “No Rating” on the Charter Holder’s Academic Dashboard for either of the two most recent Dashboards. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board’s academic expectations. Charter Holders are not required to provide data for the Composite School Comparison measures or for the State Accountability measure. Descriptions of each of the measures can be found in the Board’s [Academic Performance Framework and Guidance](#).

Providing Data:

- Data Submission Spreadsheet:
 - Data must be provided using the DSP Submission Spreadsheet. The spreadsheet is uploaded in the same manner as the DSP Report. For more information, read the [Submission Instructions](#).
 - A separate Data Submission Spreadsheet must be provided for *each school* operated by the Charter Holder that is rated as “Does Not Meet”, “Falls Far Below”, or “No Rating”.
 - Ensure that data is entered on the tabs for each required measure, including subgroups.
 - If a school has zero students in a subgroup, as confirmed by ADE student count reports, the school is not required to address that measure in its Data Submission Spreadsheet and Source Data.
 - Data must be generated from **valid** and **reliable** assessment sources. *(As defined in the Terms to Know)*
 - Student identifiable information **must** be redacted.

Source Data:

- Include graphs, tables, reports, or data charts from the internal assessment system
- Informs the numbers provided in the Data Submission Spreadsheet
- Is **not** uploaded to the system, but is submitted by following the [Submission Instructions](#)

Examples of Completed Areas

Below are examples of complete portions for the area of Data, and a complete section for the area of Curriculum. Each area must include descriptions of the processes occurring at the school, including who is responsible, when the process is occurring, how the process is being implemented, and any criteria that are a component of the process. Additionally, the documents that serve as evidence of this process are listed.



AREA I: DATA

Dashboard Ratings for All Measures			
School Name: <u>ABC Academy</u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math <i>(Traditional and Small Schools Only)</i>	Not Applicable	Not Applicable	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading <i>(Traditional and Small Schools Only)</i>	Not Applicable	Not Applicable	Not Applicable
Improvement—Math <i>(Alternative High Schools Only)</i>	Meets	Meets	No
Improvement—Reading <i>(Alternative High Schools Only)</i>	Meets	Does Not Meet	Yes
Percent Passing—Math	Falls Far Below	Meets	Yes
Percent Passing—Reading	Falls Far Below	Does Not Meet	Yes
Subgroup, ELL—Math	No Rating	No Rating	Yes



DATA TABLE 1

Assessment	Assessment Tool	Notes
<u>Internal Benchmarking data</u> has been disaggregated for READING from:	Galileo	Click to enter text.
<u>Internal Benchmarking data</u> has been disaggregated for MATH from:	Multiple (explain in last column)	Galileo and <u>AIMSWeb</u>
High School Graduation Rate	Student Credit Analysis	Click to enter text.
<u>Academic Persistence</u>	AZCIS School Summary Report	Click to enter text.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)— Math	<u>AIMSWeb</u> M-Comp reports were analyzed to determine student Rate of Improvement (ROI) in and Student Growth Percentiles in the area of computation. The Median ROI was examined for the initial score level over intervals. Galileo’s aggregate multi-test report was analyzed for development level scores. Teachers and administrators determined the change in the percent of students that meet to see the gains in content knowledge.	<u>AIMSWeb</u> data shows clear increases in student computation skills in grades 1-6. This is supported by Galileo data showing that students in grades K-6 are demonstrating growth overall, especially number and operations standards. However, students showed sharp declines in the area of geometry in grades 3-5. This gap in curriculum indicates a need for revision, adoption, or additional teacher training to meet this standard.



AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Evaluating Curriculum

Question #1: What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Curriculum is analyzed both prior to and after adoption.

When new curriculum is being considered, curriculum options are researched by site principals and the curriculum coordinator. This team meets to determine the top 5 choices based upon the Charter Holder’s identified criteria. The criteria include alignment with standards, differentiated materials, supplemental materials, technological components, teacher ease of use, and balance of instructional methods. The team of principals and the coordinator present the top 5 options to the lead teachers of each school. The lead teachers evaluate the curriculum options using the same criteria, and determine the top 3 choices. The lead teachers then pilot 5-10 lessons from the top 3 curriculum choices in their classrooms. Once piloting is complete, the curriculum team (principals, curriculum coordinator, and lead teachers) reconvene to disseminate findings from piloting. The criteria are once again examined, and the team uses the criteria to determine a final option. This option is presented to the governing board for consideration of adoption.

When current curriculum is being evaluated, teachers analyze curriculum to ensure alignment with standards, availability of differentiated materials, access to supplemental materials, technological components, teacher ease of use, balance of instructional methods, and student engagement with the curriculum. Teachers complete curriculum reflection forms (including the listed criteria) to track their findings. After each teacher reflects on the curriculum, the reflection forms are submitted to the site principals, every form is reviewed, and information is analyzed and synthesized. After administration of the second benchmark assessment, teachers complete a second reflection form for the curriculum. This reflection tracks the previous criteria, but gathers information and impressions at the mid-year point. Mid-year forms are also submitted to the principal for review, and teacher follow-up conferences are scheduled to discuss curricular weaknesses. Each principal synthesizes the data from both beginning and mid-year forms to report findings district-wide. Principals from all Charter Holder sites meet after mid-year curriculum reviews (at the beginning of February) to analyze the curriculum review data district-wide. All criteria are discussed and district-wide curricular strengths and weaknesses are determined. The results of these discussions are used to create a district curriculum evaluation report that reports the findings for each individual school, as well as the district as a whole. The evaluation report is submitted to the governing board for final review.

Documentation

- Provide a bulleted list of documents that serve as evidence of implementation of this process:*
- Curriculum Team Meeting Notes
 - Piloting Teacher Notes and Findings
 - Board Meeting Notes
 - Beginning of Year Curriculum Reflection Form
 - Mid-Year Curriculum Reflection Form
 - Teacher completed Curriculum Reflection Forms
 - Curriculum Review Conference Meeting Notes
 - Principal Curriculum Meeting Notes
 - Curriculum Evaluation Report to Governing Board



Financial Performance Response

Financial Performance

A dashboard representation of the Charter Holder's financial performance, based upon the indicators and measures adopted by the Board, is available through ASBCS Online. Instructions for accessing the financial dashboard are as follows:

- Go to <http://online.asbcs.az.gov>. Do not log in.
- Under the "Search" option, select "Charter Holders".
- Enter all or part of the Charter Holder name and click "Search".
- Select the applicable Charter Holder from the search results.
- Select the "Performance" tab.

A Charter Holder that does not meet the Board's financial performance expectations will be required to submit a financial performance response.

For more information on preparing the financial performance response and the criteria Board staff will use to evaluate the response, see Appendix C of the Board's [Financial Performance Framework and Guidance](#) and the additional resources available under "Financial Performance Response" on the [Board's website](#). **NOTE:** *All responses will be available for public review. If references will be made to or include any sensitive information (e.g., bank account numbers), redact that information prior to submitting the response to the Board.*



Submission Instructions

The following submission instructions must be utilized if the Charter Holder was assigned a DSP due to ***Annual Monitoring or an Interval Review***.³

1. Log in to your ASBCS online account using the Charter Representative’s user name (email address) and password.
<http://online.asbcs.az.gov/>
 - If you do not remember your password, locate the “Forgot Password” icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
2. Once logged into the system, you will be taken to the Dashboard.
3. On the Dashboard, choose the Charter Holder’s section or tab and click on Charter Holder Name.
4. On the gray toolbar above the words Dashboard, place the cursor over the words Charter Holder.
5. Select “Uploads” from the drop down menu. The Upload Documents section will contain one of three upload links. The link will be named “Academic Interval Review Documents” if the DSP was assigned as part of the five-year interval review of the Charter Holder. The link will be named “Academic Required Information” if the DSP was assigned due to annual monitoring of the charter.
6. Click on this link and upload your DSP Report Template by selecting Add a New Document. The Browse box will open and allow you to locate the DSP Report Template. Ensure that the documents of the DSP Report are uploaded using the proper naming conventions:
 - <CHARTER HOLDER NAME>_DSP Report_Academic Performance Required Information
 - <CHARTER HOLDER NAME>_DSP Report_Data Submission Spreadsheet
 - <CHARTER HOLDER NAME>_DSP Report_Financial Performance Response (if required)
7. Select the “Upload” button to complete the upload process.
8. Repeat steps 1 – 7 to upload the Data Submission Spreadsheet.
9. Repeat steps 1 – 7 to upload a Financial Performance Response, if required.

³ If the Charter Holder was assigned a DSP for ***renewal purposes***, the DSP must be submitted with the renewal package according to the renewal instructions. If the Charter Holder is required to complete the DSP process for certain ***amendments and notifications*** as identified in the Academic Performance Framework and Guidance document, the DSP must be submitted with the amendment or notification request.



10. Upload only the required documents. The Charter Holder must upload only the DSP Report Template, Data Submission Spreadsheet, and a Financial Performance Response, if required.

11. Source data must be submitted electronically (**not** through an upload to the system).
- Include only files of the following file types: .doc, .docx, .xls, .xlsx, .xlsb, .pdf.
 - Clearly label ALL files to indicate the measure on the Data Submission Spreadsheet that is informed by each document.
 - Files may be sent via email to the ASBCS staff member that sent the notification email. They may also be hand delivered, or mailed (in a protected package) to the ASBCS office on a flash drive or CD by the required date listed on the notification letter. The flash drive or CD used for submission must be clearly labeled with the Charter Holder name, both physically (Charter Holder name written on or attached to the outside of the flash drive or CD) and electronically (rename the flash drive or CD with the name of the Charter Holder using the computer operating system).

Send to Mailing Address:

Arizona State Board for Charter Schools
 Attn: <address to the individual who assigned the DSP>
 P.O. Box 18328
 Phoenix, AZ 85009

Deliver to Physical Address:

Arizona State Board for Charter Schools
 Attn: <address to the individual who assigned the DSP>
 1616 West Adams Street, Suite 170
 Phoenix, AZ 85007
 Hours: between 8am and 5pm | Monday through Friday



Evaluation Process

Review and Evaluation

The table below outlines the steps that occur after a DSP is submitted.

Step	DSP Process	Action
1	Administrative Completeness Check	<p>Upon DSP submission, staff conducts an Administrative Completeness Check to determine if:</p> <ul style="list-style-type: none"> • all Charter Holder information is present and correct • answers are provided for all required questions • documentation is listed for all required questions, and • a completed Data Submission Spreadsheet is provided for all schools with a rating of “Does Not Meet”, “Falls Far Below”, or “No Rating” • source data accompanies the Data Submission Spreadsheet <p>A letter will be sent notifying the Charter Holder whether or not any deficiencies exist and the deadline for correction.</p>
2	Charter Holder Revisions in response to Administrative Completeness Check	If the DSP is administratively incomplete, the Charter Holder must resubmit the DSP with revisions by the deadline identified in the notification.
3	Staff Evaluates the DSP	Once an Administratively Complete DSP has been received, Board staff will evaluate the DSP for implementation of a comprehensive plan in each of the areas.
4	DSP Evaluation	Staff sends the DSP Evaluation to the Charter Holder. See below for further guidance on how to understand the DSP Evaluation.



Understanding the DSP Evaluation

Process

- I. Using the evaluation criteria in the Board’s Academic Performance Framework and Guidance Document (Appendix E), Board staff evaluates the DSP based on whether questions are sufficiently answered.
- II. Documents are evaluated based on whether they provide evidence of implementation of the processes, as described.
- III. After the evaluation, the Charter Holder is provided the evaluation and notified of any additional required actions, such as a desk audit or site visit.
- IV. If a desk audit or site visit is not required, this evaluation is the Final Report.

Examples of DSP Evaluations are provided to demonstrate how to interpret a DSP Evaluation.

DSP Evaluation Example 1:

Professional Development System	
1. What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. <input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.	<p>The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive system for Professional Development.</p>

The documents listed in the DSP Report are clearly related to the described processes and could be used to clearly demonstrate full implementation of the plan outlined in the PMP.

Both the described process and described documentation sufficiently answered the question.

The Charter Holder’s answer demonstrates implementation of a plan that addresses all criteria and components of the question.

If all questions in this section receive this rating, this section would be rated as “Meets”.



DSP Evaluation Example 2:

Professional Development System	
1. What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	
Question is Sufficiently Answered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p><input type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> <p><input checked="" type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.</p> <p><input type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.</p>	<p>Because documents were evaluated as limited, the Charter Holder should consider reviewing the technical guidance feedback and revising this section of the DSP to address the deficiencies noted below:</p> <p><u>Specifically, the evidence identified did not address the following aspects of the Charter Holder's process:</u></p> <ul style="list-style-type: none"> • A professional development calendar is created based on the results of teacher surveys and needs assessments. • Administration analyzes teacher surveys in a district-wide meeting and determines the most needed topics for staff.

The documents listed in the DSP Report may not be clearly related to the described processes and, as described, do not adequately demonstrate full implementation of the plan outlined in the PMP.

This section explains the specific components of the process that are not clearly represented through the listed documentation.

The Charter Holder's answer demonstrates implementation of a plan that addresses all criteria and components of the question.

DSP Evaluation Example 3:

Professional Development System	
1. What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	
Question is Sufficiently Answered: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<p><input type="checkbox"/> As described, documents serve as <u>detailed</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> <p><input type="checkbox"/> As described, documents serve as <u>limited</u> evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.</p> <p><input checked="" type="checkbox"/> The Charter Holder <u>failed to identify</u> relevant documentation that can serve as evidence of implementation of described processes.</p>	<p>The Charter Holder has failed to describe a process that sufficiently answers the question(s). The Charter Holder should consider reviewing the PMP and technical guidance feedback and make appropriate adjustments to implemented processes to address the deficiencies noted below:</p> <p><u>Specifically the Charter Holder did not address the following aspects of a process that would sufficiently answer the question:</u></p> <ul style="list-style-type: none"> • <i>What process is used to choose the professional development topics that the Charter Holder will cover during the year?</i>

Documents are not listed in the DSP Report, or none of the documents listed in the DSP Report are clearly related to the described processes and, as described, do not demonstrate implementation of the plan outlined in the PMP.

The Charter Holder's answer does not sufficiently demonstrate a process related to the question. The question stated here is to provide the Charter Holder with feedback regarding what was not answered in the DSP report.

The Charter Holder's answer does not address all components of the question or does not demonstrate implementation of a plan that addresses all criteria and components of the question.



Desk Audits, Site Visits, and Final Reports

In some cases, Board staff may conduct a desk audit or site visit. Desk audits and site visits are followed by a final report from Board staff.

Desk Audit Instructions

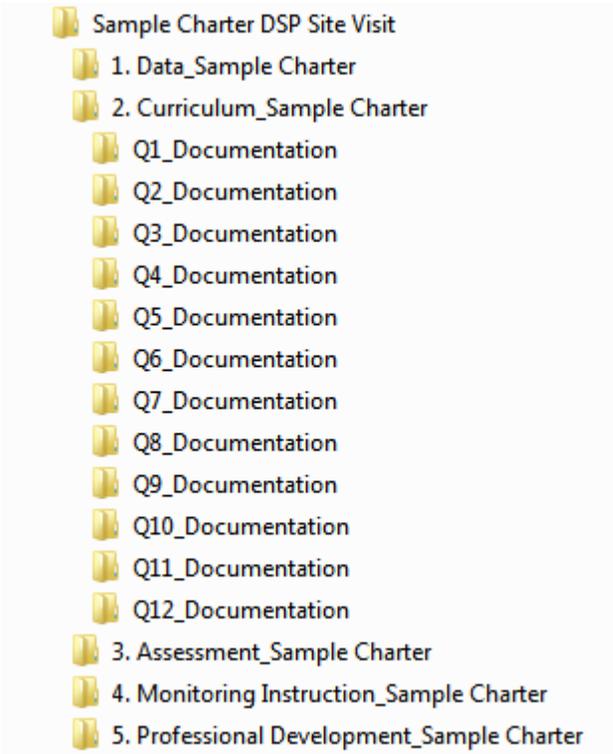
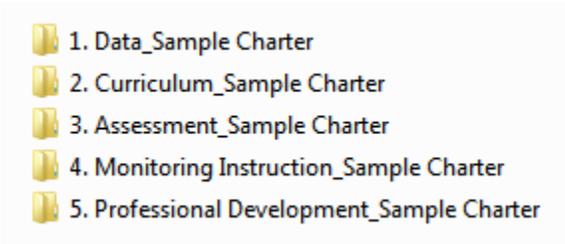
After the initial evaluation of the DSP, Board staff may assign and conduct a desk audit of the documents identified by the Charter Holder to determine whether the Charter Holder can demonstrate it is making sufficient progress toward meeting the Board's academic performance expectations. The desk audit will focus on the documents identified by the Charter Holder in the DSP Report in each of the areas of Curriculum, Assessment, Monitoring Instruction, Professional Development, Graduation Rate (if applicable), and Academic Persistence (if applicable). Board staff will evaluate the documents submitted by the Charter Holder in all required areas, as outlined in the evaluation criteria in Appendix E of the Board's [Academic Performance Framework and Guidance](#).

Preparation and Submission Instructions

1. The Charter Holder must review the Evaluation of the DSP Report to determine whether answers and documents were sufficient or insufficient in the DSP Report.
2. The Charter Holder must prepare electronic copies of all required documents for Board staff. The Charter Holder may provide additional documents not listed in the DSP Report for any questions evaluated as insufficient in the DSP Report. The Charter Holder must also submit an inventory of the submitted documents. The inventory must describe the evidence and identify the specific names of the documents.
 - a. All documents must be organized in electronic folders in the order of the questions listed in the DSP Report and must be saved to either a flash drive or a CD.



- b. Create folders for each area as follows:
 - i. 1. Data_ *CHARTER NAME*
 - ii. 2. Curriculum_ *CHARTER NAME*
 - iii. 3. Assessment_ *CHARTER NAME*
 - iv. 4. Monitoring Instruction_ *CHARTER NAME*
 - v. 5. Professional Development_ *CHARTER NAME*
 - vi. 6. Graduation Rate (if applicable)_ *CHARTER NAME*
 - vii. 7. Academic Persistence (if applicable)_ *CHARTER NAME*
- c. Subfolders must be created for each question within each area.
 - i. Name each subfolder “Q#_Documentation”.
 - ii. Place all relevant documents for each question in that question’s folder.
 - iii. Documents may be placed in more than one question’s subfolder.



- d. Document file names must match the document name listed in the DSP Report. Include only files of the following file types: .doc, .docx, .xls, .xlsx, .xlsb, .pdf.
 - e. Scanned documents must be no less than 100% of the original size.
 - f. The Charter Holder must redact all student identifiable information.
 - g. The Data folder must contain the completed DSP Data Submission Spreadsheet including the data for the appropriate assessments administered to date. Additionally, the Source Data that informed the completion of this spreadsheet must be properly labeled and included in this folder as well.
3. The Charter Holder must submit all required documentation to Board staff on a flash drive or CD through hand delivery or mail in a protected package (i.e. bubble wrapped) by the required date. The Charter Holder must also retain a copy of the flash drive or CD. The flash drive or CD used for submission must be clearly labeled with the Charter Holder name, both physically (Charter Holder name written on or attached to the outside of the flash drive or CD) and electronically (rename the flash drive or CD with the name of the Charter Holder using the computer operating system). The Charter Holder must submit all required documentation by the date included in the notification letter.

Send to Mailing Address:

Arizona State Board for Charter Schools
 Attn: <address to the individual who assigned the DSP>
 P.O. Box 18328
 Phoenix, AZ 85009

Deliver to Physical Address:

Arizona State Board for Charter Schools
 Attn: <address to the individual who assigned the DSP>
 1616 West Adams Street, Suite 170
 Phoenix, AZ 85007
 Hours: between 8am and 5pm | Monday through Friday



Site Visit Instructions

After the initial evaluation of the DSP, Board staff may assign and conduct a site visit to determine whether the Charter Holder can demonstrate it is making sufficient progress toward meeting the Board’s academic performance expectations. At the site visit, the Charter Holder will be responsible for presenting documentation of all processes aligned to the questions in the DSP Report. The site visit must focus on the questions from the DSP Report and the documentation that supports any described processes. Board staff will evaluate the Charter Holder as outlined in the evaluation criteria in Appendix E of the Board’s Academic Performance Framework and Guidance.

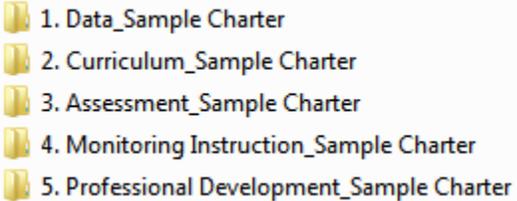
Preparation and Submission Instructions

1. The Charter Holder must prepare all documents listed in the DSP Report and any additional documents that serve as evidence of implementation of processes described in the DSP Report in response to the questions. Documents must be available electronically for review at the site visit. All documents must be organized in electronic folders in order of the questions listed in the DSP Report and must be saved to a flash drive or CD for electronic transfer to Board staff at the site visit.

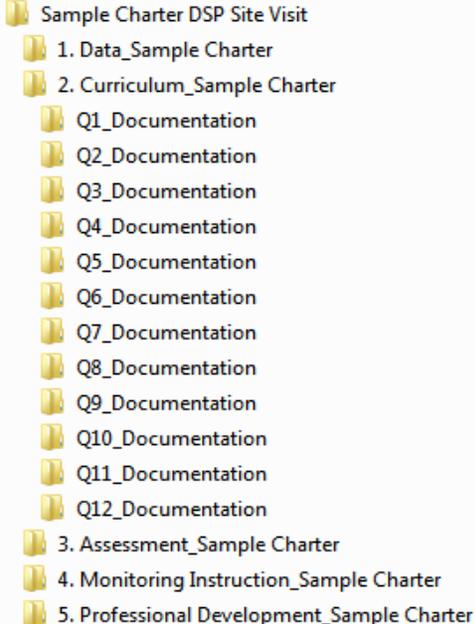
a. All documents must be organized in electronic folders in the order of the questions listed in the DSP Report and must be saved to either a flash drive or a CD.

b. Create folders for each area as follows:

- i. 1. Data_CHARTER NAME
ii. 2. Curriculum_CHARTER NAME
iii. 3. Assessment_CHARTER NAME
iv. 4. Monitoring Instruction_CHARTER NAME
v. 5. Professional Development_CHARTER NAME
vi. 6. Graduation Rate (if applicable)_CHARTER NAME
vii. 7. Academic Persistence (if applicable)_CHARTER NAME



c. Subfolders must be created for each question within each area.
i. Name each subfolder “Q#_Documentation”.
ii. Place all relevant documents for each question in that question’s folder.
iii. Documents may be placed in more than one question’s subfolder.



2. The Charter Holder will have a total of six and a half hours, including lunch, to present all evidence at the site visit.
3. Following introductions, the Charter Holder will present a description and evidence of processes for each question in the DSP Report. The focus of each question must remain on the evidence of implementation (i.e. documentation).

Suggested Agenda

The following is a suggested agenda for the site visit. The Charter Holder may change the order of topics as necessary, but must provide documentation for all questions within the allotted time limits for each agenda item.

The Charter Holder must be prepared to:

- Guide staff through the DSP Report questions,
- Present all relevant evidence of implementation of processes related to each individual question, and
- Allow Board staff the opportunity to review, evaluate, and ask questions about documentation

Minutes	Agenda Item
30	Introductions and overview of agenda
60	Data
60	Curriculum
60	Assessment
30	Lunch
45	Monitoring Instruction
45	Professional Development
30	Graduation Rate (if applicable)
30	Academic Persistence (if applicable)



Final Report

Board staff will utilize the evaluation criteria listed in the Board's [Academic Performance Framework and Guidance](#) document (Appendix E) to evaluate information and documentation submitted by the Charter Holder in the Demonstration of Sufficient Progress reporting process and determine whether the Charter Holder has demonstrated it is making sufficient progress toward meeting the Board's academic performance expectations. Board staff will make a Final Report available to the Charter Holder at the conclusion of the desk audit or site visit process.

A Charter Holder that receives a final evaluation of "Meets" in all areas through the Demonstration of Sufficient Progress reporting process has demonstrated that the Charter Holder is currently making sufficient progress toward meeting the Board's academic performance expectations. If a Charter Holder receives a final evaluation of "Does Not Meet" or "Falls Far Below" in any area through the Demonstration of Sufficient Progress reporting process, the Charter Holder has failed to demonstrate that it is making sufficient progress toward meeting the Board's academic performance expectations.

A Charter Holder that fails to demonstrate sufficient progress toward the Board's academic performance expectations may be brought before the Board for consideration.



Attachment A: DSP Checklist

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.



Attachment B: Terms to Know

- Academic persistence**—the percentage of students that remained enrolled in any public school from the previous year
- Area**—one of the essential elements that comprise a comprehensive system for improving a school’s academic performance (i.e. Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, Graduation Rate, and Academic Persistence)
- Areas of high importance**—the identified professional development needs, generally of the majority of staff, that have been identified through student assessment, data analysis, or a needs assessment, and must be addressed to meet the needs of the majority of the student body
- Assessment**—the systematic methods and tools used to evaluate, measure, and document student learning progress and skill acquisition
- Benchmarking data**—assessment results collected at specific intervals throughout the year to inform the Charter Holder about student performance in relation to the identified indicators
- Concrete resources**—financial support or tangible items provided to staff to aid in implementation of curriculum or professional development strategies
- Curricular gaps**—standards or skills that are not addressed or lack sufficient breadth and depth to develop student mastery through full implementation of the curriculum
- Curricular tools**—tools that indicate what must be taught and when it must be taught (e.g. curriculum maps, pacing guides)
- Curriculum**—the content, programs, and materials that teachers will utilize with students to allow achievement of educational outcomes and mastery of the standards
- Disengagement**—when students have feelings of alienation, a poor sense of belonging, and a general dislike for school; often measured by absenteeism and discipline problems
- Engagement**—positive student behaviors such as attendance, paying attention, and participating in class; identifying with school and feeling one is cared for, respected, and part of the school environment
- Fidelity**—using the instructional strategies and delivering the content of the curriculum in the way that they were designed to be used and delivered
- Growth**—student progress over time; how much students learn and improve over a school year
- Instruction**—the manner in which teachers present curriculum to students
- Instructional methodology**—the manner in which instruction is delivered
- Internal data**—results acquired from student assessments administered by the Charter Holder
- Measure**—general means to evaluate an aspect of an indicator (e.g. proficiency on state assessments)
- Professional development**—a comprehensive, sustained, and intensive approach to improving teachers’ skills, knowledge, and expertise as a teacher



Professional development plan—the plan by which teachers will be developed at specific times throughout the year and through different formats (e.g. workshop, mentoring, action research)

Proficiency—student achievement; the percentage of students meeting standards

Reliable—consistent and stable; provides the same results each time it is used

Section—the required components that comprise a particular area

Staff learning needs—the specific professional development needs of individual staff members, or small groups of staff members, that include both strengths and weaknesses as identified through observations, evaluations, or other prescribed methods utilized by the Charter Holder

Standards—the knowledge and skills students are expected to acquire by the end of a grade

Subgroup—a group of students who share similar characteristics; four subgroups have been identified and are included in the Board’s Academic Performance Framework : students with proficiency in the bottom 25% (non-proficient students for Alternative Schools), English Language Learners (ELL), students qualifying for Free and Reduced Lunch (FRL), and students with disabilities (SPED)

Supplemental curriculum—additional curriculum (e.g. an intervention program, computer-based program, or other specific components) used to reinforce, enrich, or extend the basic program of instruction

Support—assistance or intangible resources provided to staff to aid in implementation of curriculum or professional development strategies

Valid—measures the intended metric within the school

